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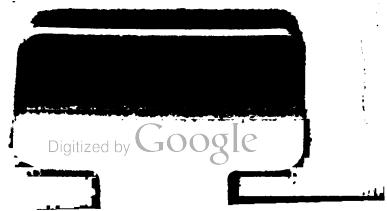
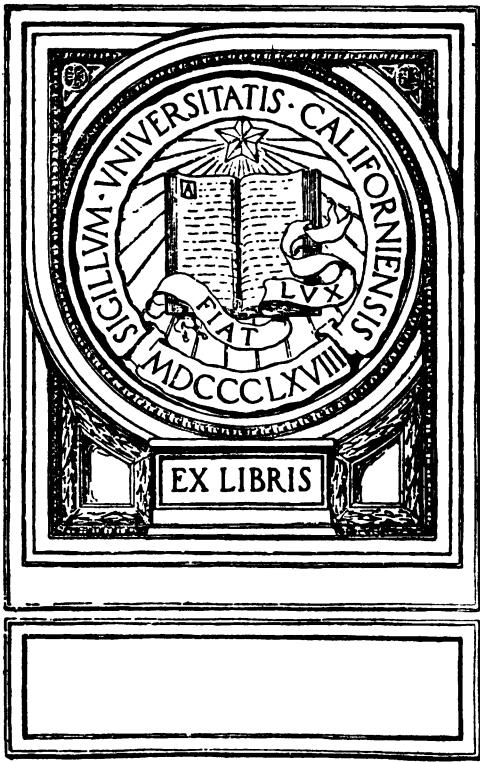


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Commercial Subjects *IN* Part-Time or Continuation Schools



F. A. WILKES
GEORGE M. YORK
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UNIV. OF
CALIFORNIA
THE ORGANIZATION AND TEACHING OF
COMMERCIAL SUBJECTS IN A PART-TIME
OR CONTINUATION SCHOOL

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THE ORGANIZATION OF COURSES OF STUDY AND THE TEACHING OF COMMERCIAL SUBJECTS IN A PART-TIME OR CONTINUATION SCHOOL

1. THE PROBLEM

Compulsory part-time schools for employed children are justified on three grounds (1) social (2) economic and (3) educational. The social justification originates in the doctrine that all citizens in a democracy must be vocationally and physically fit. The economic need and justification is to be found in the increasing demand for efficient workers, in the impossibility of reaching in any other way the vast group of young people who leave the regular schools without any occupational training, in the economic loss resulting from the failure of untrained persons to obtain and retain suitable employment, and in the need for promotional and general training for the young employees in stores, shops and factories. The educational need, significance and justification is an outgrowth of the conclusion that instruction adapted to dominant occupational interests is more effective than any other type, that the part-time school offers the only solution for providing means of education for employed youths, and that school may be of the most value to the majority of children who leave to go to work since for such its value may be restored on a part-time basis. (See University of California, General Vocational Education Series, Bulletin No. 1.)

Teachers in cities, villages and school districts of at least twenty states are now working out a program of training which will accomplish the aims and purposes of the part-time school. In the organization of courses of study and the selection of instructional material certain fundamental theses are commonly adhered to. These are:

1 The children returning to part-time schools are wage earners in the vast majority of instances and are therefore more interested in instruction of an occupational character than in instruction of an academic nature.

2 The period between 14 and 16 years in the young wage earner's life is one requiring guidance, counseling and experience that will function in an intelligent selection of an occupation.

3 Vocational experiences offered in specific occupations or groups of occupations within the part-time schools afford a most effective opportunity for vocational guidance.

4 Vocational activities well organized and taught in part-time classes will equip the pupils with a certain amount of skill in basic jobs, or kinds of work, and also a knowledge of fundamental related information.

5 Notwithstanding time limitations, valuable instruction may be given in fundamental type jobs or kinds of work distinctly of (a) an occupational preparatory character or (b) an occupational extension character.

6 A study and analysis of the occupations of the part-time school group and the occupations of the adult employed group in the community is absolutely essential and should be made before any permanent school organization is effected or instruction organized. (See Industrial Subjects in a Part-time or Continuation School, Robert H. Rodgers and Oakley Furney.)

2. DETERMINATION OF OCCUPATIONAL COURSES

It is commonly agreed that the courses in part-time schools should be or-

ganized along occupational lines. The determination of what the important occupational lines in which employed adults are engaged may be made in part from a study of the United States Census figures. The important occupational lines in which part-time students are engaged may be learned by making an occupational study of the group enrolled in a part-time school.

The distribution of males and females 10 years of age and over engaged in gainful occupations in the State of New York in 1920 is indicated by the following table. This information can be obtained for any city, and consequently in planning courses an exact basis for the introduction of certain types of work can be had. The occupations listed in the table which are commonly considered as commercial occupations have been italicized. The importance of the commercial group is thus clearly indicated, and inference may be drawn as to the occupational courses which should be offered.

PRINCIPAL OCCUPATIONS, NEW YORK STATE, 1920 AND 1910

| Occupation | Male | | Female | |
|---|-----------|-----------|-----------|---------|
| | 1920 | 1910 | 1920 | 1910 |
| All occupations..... | 3,367,907 | 3,020,158 | 1,135,246 | 983,686 |
| Actors and showmen..... | 8,180 | 7,367 | 5,635 | 4,432 |
| <i>Agents, canvassers, and collectors</i> | 22,205 | 12,504 | 2,242 | 983 |
| Artists, sculptors, and teachers of art..... | 6,248 | 5,045 | 3,843 | 2,827 |
| Bakers..... | 20,507 | 18,370 | 516 | 667 |
| <i>Bankers, brokers, and money lenders</i> | 20,894 | 14,578 | 399 | 325 |
| Barbers, hairdressers, and manicurists | 23,890 | 25,002 | 5,080 | 5,049 |
| Blacksmiths, forgemen, and hammermen..... | 17,749 | 22,115 | ..... | 5 |
| <i>Bookkeepers, cashiers, and accountants</i> | 61,239 | 50,586 | 60,424 | 33,603 |
| Brick and stone masons.... | 19,676 | 28,300 | ..... | 6 |
| Carpenters..... | 92,300 | 93,544 | 4 | 3 |
| Chaussfeurs..... | 70,505 | 13,150 | 338 | 9 |
| Civil engineers and surveyors..... | 8,842 | 7,499 | ..... | ..... |
| Clergymen..... | 10,303 | 9,691 | 64 | 33 |
| <i>Clerks, except clerks in stores</i> | 190,228 | 119,578 | 95,208 | 27,191 |
| <i>Clerks in stores (a)</i> | 36,995 | 48,749 | 21,050 | 16,757 |
| <i>Commercial travelers</i> | 18,543 | 20,086 | 271 | 320 |
| Compositors, linotypers, and typesetters..... | 27,894 | 22,903 | 1,305 | 1,426 |
| Dairy farmers..... | 32,943 | 18,242 | 908 | 597 |
| Deliverymen..... | 20,071 | 34,818 | 5 | 21 |
| Designers, draftsmen and inventors..... | 11,781 | 9,364 | 3,161 | 1,326 |
| Draymen, teamsters, and expressmen..... | 45,972 | 60,847 | 87 | 9 |
| Dressmakers and seamstresses, not in factories..... | 167 | 1,089 | 37,849 | 68,082 |

| Occupation | Male | | Female | |
|--|---------|---------|--------|--------|
| | 1920 | 1910 | 1920 | 1910 |
| Electricians and electrical engineers..... | 37,078 | 25,195 | 11 | 16 |
| Engineers, stationary..... | 29,687 | 28,468 | ..... | 3 |
| Farmers, general farms..... | 130,939 | 159,330 | 4,693 | 6,187 |
| Farm laborers (home farm or working out)..... | 87,085 | 144,535 | 1,720 | 4,444 |
| Firemen, except locomotive and fire department..... | 20,226 | 13,702 | ..... | ..... |
| Foremen and overseers, manufacturing..... | 33,186 | 20,574 | 7,060 | 5,095 |
| Gardeners, florists, fruit growers and nurserymen | 10,054 | 10,363 | 462 | 439 |
| Guards, watchmen, and doorkeepers..... | 17,804 | 12,903 | 35 | 10 |
| Housekeepers and stewards. | 4,508 | 3,868 | 23,799 | 20,648 |
| <i>Insurance agents and officials</i> | 18,580 | 13,516 | 686 | 327 |
| Janitors and sextons..... | 17,599 | 13,715 | 10,460 | 10,988 |
| Laborers, building, general, and not specified..... | 50,521 | 88,559 | 789 | 1,256 |
| Laborers, porters, and helpers in stores..... | 15,751 | 15,322 | 1,198 | 859 |
| Laborers, steam railroad..... | 26,756 | 31,236 | 414 | 243 |
| Laundermen and laundresses, not in laundries..... | 1,016 | 1,200 | 20,574 | 32,465 |
| Lawyers, judges and justices | 18,129 | 17,138 | 344 | 133 |
| Longshoremen and stevedores | 37,526 | 18,545 | 223 | 7 |
| Machinists, millwrights, and toolmakers..... | 112,132 | 66,360 | 1 | 6 |
| <i>Managers and superintendents, manufacturing</i> | 27,933 | 14,624 | 1,151 | 359 |
| Manufacturers and officials. | 51,179 | 53,043 | 1,698 | 1,125 |
| <i>Messengers, bundle, and office boys and girls</i> | 19,683 | 24,961 | 1,993 | 3,128 |
| Midwives and nurses (not trained)..... | 3,819 | 3,886 | 20,811 | 19,701 |
| Milliners and millinery dealers..... | 1,658 | 1,696 | 15,090 | 19,539 |
| Molders, founders, and casters, metal..... | 12,817 | 14,366 | 1 | 15 |
| Musicians and teachers of music..... | 13,344 | 12,415 | 9,547 | 10,814 |
| Officials and inspectors, state and U. S..... | 7,756 | 4,729 | 696 | 521 |
| Painters, glaziers, and varnishers, building..... | 41,395 | 46,626 | 4 | 112 |
| Physicians and surgeons.... | 15,972 | 14,954 | 924 | 1,042 |
| Plumbers and gas and steam fitters..... | 33,382 | 30,730 | 2 | ..... |
| Policemen | 16,621 | 13,973 | 41 | ..... |

| Occupation | Male | | Female | |
|--|---------|---------|---------|---------|
| | 1920 | 1910 | 1920 | 1910 |
| Porters, except in stores | 21,307 | 15,825 | 6 | 10 |
| <i>Real estate agents and officials</i> | 17,276 | 16,915 | 940 | 514 |
| Restaurant, cafe, and lunch-room keepers | 11,309 | 7,700 | 1,606 | 1,066 |
| <i>Retail dealers</i> | 179,614 | 168,425 | 11,689 | 11,726 |
| <i>Salesmen and saleswomen</i> | 125,564 | 98,762 | 44,273 | 41,287 |
| Semiskilled operatives, cigar and tobacco factories | 10,048 | 14,334 | 9,036 | 11,786 |
| Semiskilled operatives, knitting mills | 8,416 | (b) | 14,828 | (b) |
| Semiskilled operatives, printing and publishing | 10,894 | 9,385 | 8,991 | 8,722 |
| Semiskilled operatives, shirt, collar, and cuff factories | 5,519 | (b) | 17,919 | (b) |
| Semiskilled operatives, shoe factories | 21,040 | 12,490 | 8,734 | 5,460 |
| Semiskilled operatives, suit, coat, cloak, and overall factories | 48,946 | (b) | 17,089 | (b) |
| Servants and waiters | 69,869 | 63,395 | 151,456 | 198,970 |
| Shoemakers and cobblers, not in factories | 12,102 | 12,202 | 5 | 182 |
| Soldiers, sailors, and marines | 21,177 | 9,367 | .... | .... |
| <i>Stenographers and typewriters</i> | 9,823 | 9,241 | 103,721 | 49,281 |
| Tailors and tailoresses | 55,121 | 57,732 | 7,611 | 11,254 |
| Teachers, school | 10,558 | 10,162 | 63,637 | 50,793 |
| <i>Telephone operators</i> | 1,863 | 1,605 | 29,004 | 12,154 |
| Trained nurses | 1,020 | 985 | 21,915 | 12,877 |
| Wholesale dealers, importers and exporters | 19,446 | 10,608 | 158 | 261 |

(a) Probably includes some salesmen and saleswomen incorrectly reported as clerks.

(b) Comparable statistics for 1910 not available.

**Occupations of Employed Minors of
Part-time School Age**

A study of the commercial occupations in which 14, 15 and 16 year old part-time children are engaged shows clearly that these youths are engaged in what may be generally denominated as non-permanent or juvenile occupations which as a group have the following characteristics: (1) a large part are of the junior commercial occupations variety such as messenger and errand boy, junior sales clerk, bundle wrapper, shipping clerk, delivery clerk and telephone operator, (2) a considerable number of girls are serving as helpers in homemaking occupations.

The following classification of the occupations of all 14, 15, and 16 year old part-time school children in Gloversville, and of the 14 and 15 year old groups employed in commercial occupations in Albany and Buffalo shows reasons for the drawing of such conclusions.

Gloversville Continuation School
**Occupational Distribution of All 14, 15,
and 16 Year Old Children, December, 1921**

| | Boys | Girls |
|-----------------------------------|------|-------|
| Messenger and errand boys..... | 14 | |
| Driver..... | 1 | |
| Sales clerks..... | 6 | 15 |
| Odd jobs in department store..... | 1 | |
| Milk delivery..... | 5 | |
| Shopwork, cleaning..... | 1 | |
| Shipping clerks and helpers..... | 2 | |
| General work, box factory..... | 1 | 1 |
| Office work..... | | 1 |
| Candy maker's helper..... | 1 | |
| Telephone operators..... | | 3 |
| Box factory, helper..... | 1 | |
| Tending children..... | | 2 |
| Pasting..... | | 3 |
| Truckman's helper..... | 4 | |
| Printer's apprentice..... | 5 | |
| Road work..... | 1 | |
| Stock clerk..... | | 1 |
| Carpentry..... | 1 | |
| Braiding baskets..... | | 1 |
| Farm hands..... | 2 | |
| Waiters..... | 1 | 1 |
| Pool room attendant..... | 1 | |
| Lineman, electric..... | 1 | |
| Florists apprentice..... | 1 | |
| Housework..... | | 13 |

| | Boys | Girls |
|---|------------|-----------|
| Leather and glove manufacturing | | |
| Tacker | 2 | |
| Skin mill hand | 3 | |
| Glove cutter's apprentice | 4 | |
| Buttoner | 11 | |
| Odd jobs | 1 | 8 |
| Putting in linings | 2 | |
| Layer off | 2 | |
| Inspector | 1 | 4 |
| Polisher | 2 | |
| Assistant to foreman | 1 | |
| Boarding, finish | 1 | |
| Boxing | 1 | |
| Putting out | 1 | |
| Trimming tranks | 1 | 2 |
| Punching | 1 | |
| Making | | 6 |
| End pulling | | 9 |
| Putting in fittings | | 3 |
| General work in sporting goods | | 4 |
| Inspecting infants' shoes | | 1 |
| Making pocketbooks | | 1 |
| Inlaying pocketbooks | 1 | |
| Coloring leather, helper | 1 | |
| Silk manufacturing | | |
| Mill hand | 1 | |
| Weaver's apprentice | 1 | |
| Knitting hosiery | | 1 |
| Knitting gloves | | 1 |
| Looping hosiery | | 2 |
| Wool manufacturing | | |
| Assistant to foreman, knitting mill | 1 | |
| Machine operator | 1 | |
| Mill hand | 2 | |
| Carder | 1 | |
| Total employed | 93 | 83 |
| Not employed | 8 | 1 |
| Totals | 101 | 84 |

**Distribution of Albany Commercial Part-Time Students
in Present Positions**

| | Names of Positions | Number | Totals |
|--------------|--|--------|--------|
| Office Group | | | |
| 1 | Messengers and general office clerks | 88 | |
| 2 | Shipping clerks | 6 | |
| 3 | Delivery boys | 23 | |
| 4 | General office stenographers | 2 | |
| 5 | Newsboys | 5 | |
| 6 | Bell boys | 3 | |
| 7 | Switchboard operator | 1 | 128 |
| Store Group | | | |
| 1 | Sales persons | 13 | |
| 2 | Bundle wrappers and inspectors | 9 | 22 |
| All Others | | | |
| 1 | Domestic group | | 17 |
| 2 | Industrial group | | 112 |
| 3 | Unclassified | | 37 |
| | | | 316 |

Data collected January 1921, covering 14 and 15 year old groups.

Distribution of Buffalo Commercial Part-Time School Students in Present

Commercial Positions in Terms of Age and Sex

| | | Boys of ages | | | Girls of ages | | | Total |
|--------------|--|-----------------|-----|----|------------------|----|----|-------|
| | | 14 | 15 | 16 | 14 | 15 | 16 | |
| Office Group | | | | | | | | |
| 1 | Messengers | 2 | 49 | 26 | 0 | 11 | 1 | 89 |
| 2 | General office clerks | 0 | 19 | 5 | 0 | 11 | 66 | 41 |
| 3 | Entry clerks | 0 | 1 | 2 | 0 | 0 | 3 | 6 |
| 4 | Order clerks | 0 | 2 | 2 | 0 | 0 | 2 | 6 |
| 5 | Store cashiers | 0 | 0 | 0 | 0 | 2 | 3 | 5 |
| 6 | Shipping clerks | 0 | 6 | 3 | 0 | 0 | 1 | 10 |
| 7 | Delivery boys | 0 | 23 | 10 | 0 | 0 | 0 | 33 |
| 8 | General office stenographers | 0 | 0 | 0 | 0 | 3 | 4 | 7 |
| 9 | Typists | 0 | 0 | 0 | 0 | 2 | 3 | 5 |
| 10 | Filing clerks | 0 | 0 | 0 | 0 | 3 | 4 | 7 |
| 11 | Mail clerks | 0 | 9 | 3 | 0 | 4 | 3 | 19 |
| 12 | Miscellaneous | 0 | 8 | 3 | 0 | 9 | 3 | 23 |
| | Total | 2 | 117 | 54 | 0 | 45 | 33 | 251 |

| | Boys of ages | | | Girls of ages | | | Total |
|----------------------------------|-----------------|----|----|------------------|----|----|-------|
| | 14 | 15 | 16 | 14 | 15 | 16 | |
| Store Group | | | | | | | |
| 1 Sales persons..... | 0 | 10 | 5 | 0 | 17 | 8 | 40 |
| 2 Bundle wrappers and inspectors | 0 | 3 | 2 | 0 | 16 | 10 | 31 |
| 3 Stock girls..... | 0 | 7 | 5 | 0 | 14 | 7 | 33 |
| 4 Stock markers..... | 0 | 1 | 0 | 0 | 2 | 1 | 4 |
| Total..... | 0 | 21 | 12 | 0 | 49 | 26 | 108 |

(Data collected May, 1921, covering 14 and 15 age groups).

Courses of Study

To meet the needs of all the children in the part-time school the courses of study in general have been of four types:

1 Commercial

2 Industrial

3 Homemaking

4 Others, such as General Continuation, Academic, etc.

This study is concerned with the organization of courses of study and the teaching of commercial subjects.

3. Objectives of Commercial Courses in Part-Time Schools

The objectives of the commercial work in part-time schools are concluded to be as follows:

1 *Vocational guidance.* The commercial work in which most of these youths are engaged is of the junior commercial occupations type. The opportunities for promotion and advancement in various commercial fields should be taught. Such teaching should find its motivation through the study of the junior commercial occupations.

2 *Vocational testing.* The powers and capacities of children to perform certain types of commercial work should be carefully tested, checked and evaluated.

3 *Vocational improvement.* The training given in certain of the commercial courses should be planned to definitely improve the quality of the work done by those engaged in the junior commercial occupations.

4 *Vocational training.* The training given in some commercial courses should be definitely of an occupational training character, that is, training which will prepare for entrance to specific commercial occupations.

5 *Vocational extension training.* Some courses should be definitely extension courses for the purpose of improving the work of those engaged in permanent senior commercial occupations.

How Objectives May be Realized

If part-time boys and girls are to be given vocational (commercial instructional) guidance, vocational testing, vocational improvement, vocational training and vocational extension work such instruction must be based upon a study and analysis of the occupations and jobs in which commercial

workers are employed.

The following is a list of the type organizations in which commercial workers are employed:

- 1 Retail stores (office and merchandising positions should be considered separately)
 - a department
 - b chain
 - c specialty
- 2 Wholesale, Commission, Jobbing
- 3 Factory
 - a main office positions
 - b factory office positions
- 4 Hotel
- 5 Transportation
- 6 Public Utilities
 - a heat, light, power
 - b telephone
- 7 Banking
 - a commercial
 - b savings
 - c trust companies
- 8 Insurance
- 9 Government
 - a federal
 - b state
 - c county
 - d city
- 10 Professions
 - a office positions

4. The Commercial Occupations Survey

In the making of studies and analyses of organizations, occupations and jobs in which commercial workers are employed the following procedure is followed:

- 1 The head of the organization to be surveyed should be first interviewed.

An interview should be arranged with the head of the organization which is to be surveyed. His interest and cooperation should be enlisted and his counsel secured. In advance of such an interview definite questions should be formulated and these brought up in the interview. A suggestive form has been prepared for this and other purposes by the Division of Vocational and Extension Education of the New York State Education Department. This form follows. It is more effective to interrogate the executive during the course of the interview relative to the information desired than to leave the form with him to be filled out and submitted later.

In the interview the executive should be informed concerning the purpose and method of the survey and his consent obtained to make an occupational analysis of the positions filled by the commercial workers in his organization.

Public Schools of.....

The Part-time School

, *Director*

FOLLOW-UP OF COMMERCIAL ESTABLISHMENTS

Date.....

Name of establishment.....

Business in which engaged.....

Name and title of person furnishing information.....

Confidential Data

- 1 Total number of employees engaged: (a) Male.....(b) Female.....
- 2 Of this number, how many are of part-time school age? (a) Male.....
(b) Female.....
- 3 Have you established a definite order of promotion among your commercial positions from lower to higher, so that a person beginning in your employ in a subordinate position can know the line of promotion ahead of him? (Answer yes or no).....
- 4 Does your concern maintain a school of instruction or supervise the education of its younger employees? (Answer yes or no).....
- 5 Does your concern attempt to keep in touch with part-time and evening schools which employees attend to advise with and learn of employees' progress? (Answer yes or no).....
- 6 Is promotion open to those who satisfactorily complete instruction in part-time or evening schools? (Answer yes or no).....
- 7 Is it important that messengers and junior helpers about an office be trained to operate a typewriter? (Answer yes or no).....
- 8 Do you believe that the part-time school should provide special instruction in the use of office appliances, such as adding and calculating machines, bookkeeping and billing machines, filing and indexing devices, addressing machines, duplicating machines, etc? (Answer yes or no)..... If so, what office appliances should receive special consideration?.....
- 9 Indicate briefly in what ways, if any, boys and girls in the following positions are usually deficient as to (a) general education and (b) business education:

| Positions ¹ | Minimum Age And Experience Required | General Education | Business Education | Range Of Salaries Paid |
|----------------------------------|-------------------------------------|-------------------|--------------------|------------------------|
| 1 Messenger | | | | |
| 2 General office clerk | | | | |
| 3 Store cashier | | | | |
| 4 Timekeeper | | | | |
| 5 Shipping clerk | | | | |
| 6 Receiving clerk | | | | |
| 7 Stock clerk | | | | |
| 8 Switchboard operator | | | | |
| 9 File clerk | | | | |
| 10 Mail clerk | | | | |
| 11 Bundle wrapper | | | | |
| 12 Delivery auto or wagon driver | | | | |
| 13 Typist | | | | |
| 14 Stenographer | | | | |
| 15 Dictaphone operator | | | | |
| 16 Bookkeeper | | | | |
| 17 Entry clerk | | | | |
| 18 Ledger clerk | | | | |
| 19 Cost clerk | | | | |
| 20 Billing clerk | | | | |
| 21 Sales clerk (Detail Store) | | | | |
| 22 Bookkeeping machine operator | | | | |
| 23 Calculating machine operator | | | | |
| 24 Duplicating machine operator | | | | |
| 25 Addressing machine operator | | | | |
| 26 | | | | |
| 27 | | | | |
| 28 | | | | |
| 29 | | | | |
| 30 | | | | |

¹Use blank spaces for positions not listed.

²The term "General education" includes the common branches or fundamental subjects, as arithmetic, penmanship, reading, spelling, oral and written English.

³The term "Business education" includes business subjects as bookkeeping, shorthand, typewriting, salesmanship, commercial law, commercial geography.

- 10 Indicate what general and business subjects you think should be taught.
- a* Part-time school.....
 -
 - b* All-day school (high).....
 -
 - c* Evening school.....
 -
- 11 *Method of obtaining employees* (check on list given below):
- a* Newspaper advertisements
 - b* Employment agencies
 - c* Applying to public schools
 - d* Applying to private business schools
 - e* Applying to other private schools
 - f*
 - g*
- (Signed)*

2 The organization chart. An organization chart of the concern should be made in which the sector of positions which are or may be filled by the commercial students in the part-time school is definitely shown and the possible lines of promotion carefully indicated.

3 The occupational analysis. An occupational analysis should then be made of the typical jobs which the organization chart shows that studies should be made of for the purpose of realizing the objectives of part-time instruction.

Below is given a summary of an analysis of a typical job held by minors employed in retail stores, that of an office assistant in a retail store.

ANALYSIS OF THE JOB OF OFFICE ASSISTANT IN A RETAIL STORE

- 1 General facts concerning the job
- a* place: general office
 - b* length of learning period: 4 to 6 weeks
 - c* usual length of service: 2 to 3 years
 - d* special health risks: comparatively none
 - e* entrance requirements (not standardized)
 - 1 age: 15 or older
 - 2 sex: either, preferably female
 - 3 skill: no special skill
 - 4 physical and personal: normal strength, good eyesight, nimble fingers, carefulness, concentration, adaptability, patience, willingness to co-operate and also to learn
 - f* education: 8th grade or higher

II Duties

a principal

- 1 follow rules and regulations as to time of arrival, dress, disposition of parcels, relief time, shopping time, lunch hour
(Required to report one-half hour before general staff and allowed to go home one-half hour earlier.)
 - 2 dust desks
 - 3 distribute sales books according to department and clerk, putting them in designated place on counter, show cases or shelf and collect sales books used on previous day, placing them in proper order in box: bring them back to general office
 - 4 get charges, C. O. Ds. and refunds from main office, also spiked sales slips in cashier's box left over from previous day
 - 5 sort charges alphabetically
 - 6 take sales books out of box and arrange them in proper order on table, opened at correct date
 - 7 check charges with duplicate in sales books
 - 8 if charges and books agree, turn charges over to billing clerk, if not, report error to office manager for adjustment
 - 9 file any sales slips left over from previous day
 - 10 take from filing compartments sales slips of each clerk, add each slip separately, setting down on clerk sheet under clerk's number total amount of her respective sales
 - 11 add up index cards in back of each sales book to ascertain if they agree with amount of clerk's sales slips, report any error on index cards
 - 12 replace index cards in back of each sales book, being careful to put in right book, if cards are filled insert new cards, filing used cards; pack books in box in proper order for distribution on the following morning
 - 13 add sales slips up according to department and place total amount of sales for each department under correct department heading on department sheet
 - 14 add entire number of clerks' sales and entire number of department sales on their respective sheets, making the totals balance
 - 15 add C. O. Ds to total of each sheet, place amount of refunds on each sheet
 - 16 report the amount (same for each sheet) at the main office to ascertain whether it agrees with amount of cash taken in, if not find error and correct it
 - 17 tie up sales slips according to department and file; file refunds and C. O. Ds., also charges after they are billed
 - 18 enter amount of each clerk's sales in clerk book and amount of department sales in department book
 - 19 go to cashier about once every hour to obtain present day sales slips and file according to clerk
 - 20 answer the telephone
 - 21 relieve cashier
 - 22 go to different department heads with mail for signature
 - 23 get orders and enclosures to be put with letters
 - 24 put up mail
- b occasional*
- 1 attend cash register any part of the store during sales or holidays

- 2 assist in taking monthly statements off books
- 3 get stationery from stock
- 4 compare bills with billing clerk

III Knowledge required

a regular duties

- 1 store rules, organization, officials
- 2 different departments, their heads, clerks
- 3 order in which departments come in order to facilitate distribution of sales books
- 4 learn the letters used to represent each department and clerks' numbers
- 5 proper manner of checking charges and marking books
- 6 importance of correctly sorting charges
- 7 importance of filing sales slips correctly, according to department and clerk number
- 8 how to add quickly and correctly (use of adding machine and comptometer)
- 9 importance of putting proper card (index) in sales book
- 10 how to make out clerk and department sheets, also to balance them
- 11 importance of keeping each clerk's sales slips separate
- 12 how to file charges, sales, refunds, C. O. Ds.
- 13 how to take care of clerk and department books
- 14 different processes through which sales, charges, refunds, C. O. Ds. pass, and how to follow them in case of error
- 15 to whom to report errors
- 16 how to answer the telephone
- 17 where and how to locate officials
- 18 how to take cars off system, make change accurately, spiking the sales slips, how to send out cars
- 19 different pockets for various denominations of money
- 20 how to tell counterfeit money
- 21 to whom to go for mail, heads of departments etc.
- 22 where to get enclosures for mail
- 23 how to put up mail (parcels post regulations)

b occasional duties

- 1 how to operate a cash register
- 2 how to take monthly balances off books for statements
- 3 where to find stationery in stock
- 4 how to compare bills

c related knowledge

- 1 trade terms
- 2 how to trace lost slips and charges from clerk to ledger
- 3 why she does as she does
- 4 how to read correctly and understand sales, charges, C. O. Ds. and refunds

5 names and addresses of charge customers and their credit

IV Promotional outlets

a billing clerk

b cashier

c clerk of charge accounts

d assistant bookkeeper

5. ORGANIZATION OF COMMERCIAL COURSES OF STUDY

Having set up the objectives for part-time commercial courses and determined the source of instructional material for the setting up of courses of study the next step is to organize such courses.

For convenience in organizing courses of study all commercial occupations of junior grade may be classified in two major groups:

- 1 office positions
- 2 store positions

In the office group is included such positions as:

- 1 messenger
- 2 general clerk
- 3 shipping clerk
- 4 receiving clerk
- 5 stock clerk
- 6 file clerk
- 7 mail clerk
- 8 typist
- 9 billing clerk
- 10 entry clerk
- 11 store cashier

In the store group is included such positions as:

- 1 sales person
- 2 bundle wrapper or inspector
- 3 stock clerk
- 4 stock marker
- 5 messenger

At least two distinct commercial courses should be provided in the part-time school (a) office training and (b) store training, in order that the desire and fitness of the student to enter the office work field, or the merchandising or store end of commercial work, may be determined. These two major courses may be differentiated into as many separate occupational courses as there are occupational class units. But for the purpose of attaining the objectives set up not less than the two mentioned courses must be provided if in the community and in the school are found persons representing these two major occupational groups.

The next step is to work out the teaching content of the courses to be provided. The various occupational analyses and job analyses will show what should be taught in office training and store training courses, or any of the differentiated courses into which these two major groups may be divided.

The teaching content of the courses should be organized in terms of unit lessons and the unit lessons put over by the teacher in one or all of three ways

- a* class instruction
- b* group instruction
- c* individual instruction

The unit instruction sheet should be used as a supplementary teaching device.

6. A TYPE COMMERCIAL OCCUPATIONS SURVEY

For the purpose of illustrating how a commercial occupations survey or study is made, and the results which may be obtained from such a study, there is here presented a study relating to the job of call boy in the general yardmaster's office of a railroad. The study includes:

- 1 an organization chart of the general yardmaster's office
- 2 analysis of the job
- 3 thirty-six unit lessons
- 4 a unit instruction sheet for one of the unit lessons.

Job analysis. Call boy or caller in general yardmaster's office:

I General facts concerning the job

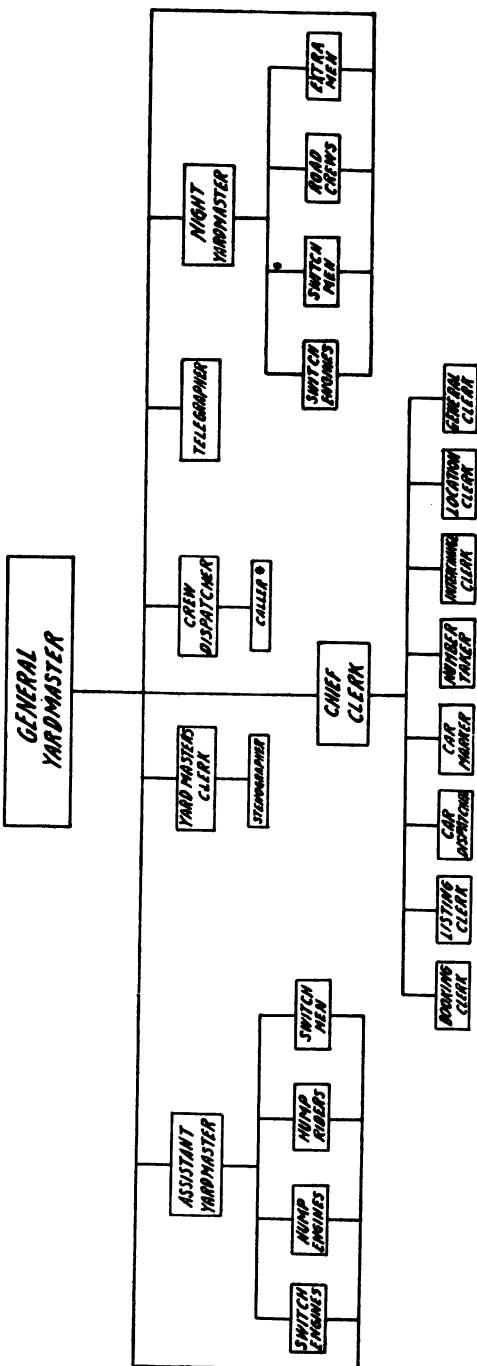
- a* place: general yardmaster's office of railroad company
- b* length of service: six months to one year
- c* length of training period: three to four weeks
- d* special risks: none
- e* entrance requirements
 - age: 16 years or over
 - sex: male
 - skill: none
 - personal: accuracy, courteousness
 - physical: normal, no special requirements
 - education: sixth grade or higher

II Duties

***a* Regular**

- 1 follow office rules and regulations as to time of arrival, lunch period, departure and advice when unable to report
- 2 inform relieving employee of unfinished business or other pertinent facts
- 3 keep desk and supplies in desk in order
- 4 prepare register of crews and trains
- 5 procure information from engine dispatcher as to engines and engine crews assigned to trains
- 6 advise car dispatcher of engines, enginemen and conductors assigned to trains
- 7 call crews for regular trains departing during night hours
- 8 call extra men for vacancies on regular and extra trains
- 9 keep record in book of men called
- 10 maintain "extra board" list of extra men
- 11 furnish standing of extra men when required
- 12 give permission to lay off to men holding positions or on extra board, and make necessary arrangements to fill vacancies
- 13 notify regular crews when trains are annulled or departing time changed
- 14 arrange with general yardmaster, chief train dispatcher and engine dispatcher for turning turnaround crews
- 15 accept displacements and notify men displaced
- 16 keep unauthorized persons out of caller's office
- 17 issue orders on storekeeper to conductors for necessary supplies
- 18 notify men successful in bidding for positions advertised
- 19 secure information as to number of cars repaired during previous twenty-four hours for operation report, due 8 A. M.
- 20 secure information as to engines ready for service and number of cars delivered to connecting lines for operation report

ORGANIZATION CHART
GENERAL YARDMASTERS OFFICE



b Incidental duties

- 1 messenger service
- 2 assist in checking, stocking and the distribution of supplies
- 3 notify lineman in time of service trouble or private telephone troubles
- 4 call livestock caretaker after business hours and on Sunday
- 5 call relief clerks for extra work
- 6 answer city telephone

III Knowledge required

- a* office rules and regulations
- b* that portion of the general operating rules and working agreements that apply to his job
- c* sources from which to obtain information for various purposes
- d* keep in touch generally with the run of business to the end that advice may be given to extra men of probable extra work
- e* to whom to refer questions or disputes and interpretations of rules and working agreements
- f* importance of keeping accurate records
- g* location of various streets in city and approximate location of house numbers
- h* location of homes of men and places frequented by extra men when not on duty
- i* when turnaround crews are registered off duty, ascertain where they lodge so they may be called when needed
- j* number of train; nature and terminal of trains arriving and departing
- k* location of physical characteristics of terminal, various sub-offices, tracks by number or name, designation and various calls on private telephones

IV Promotional outlets

- a* crew dispatcher
- b* yard clerk (various kinds)
- c* chief clerk
- d* assistant yardmaster
- e* general yardmaster

V Teaching content

- a* arithmetic
 - 1 fundamental operations
 - 2 tables, liquid, linear, averdupois, time, weight, dozens
 - 3 how to make requisitions
 - 4 how to compute wages
 - 5 how to keep personal cash account
 - 6 how to calculate mileage from time tables
 - 7 how to compute adjusted tonnage
- b* English
 - 1 use, pronunciation, spelling and meaning of railroad terms (operating department)
 - 2 oral English
 - 3 telegrams
 - 4 reading instructions
 - 5 tone of voice
 - 6 addressing officials and other employees
 - 7 how to talk on the telephone
 - 8 how to receive and deliver messages
 - 9 how to use correct and forceful English

c writing

- 1 figures
- 2 proper names
- 3 carbon copies
- 4 development of legible handwriting

d history and civics

- 1 history of local community
- 2 economic relation to railroad
- 3 current events and their effect on railways
- 4 growth of railroads
- 5 legislative control of railroads
- 6 necessity for regulations in business and civic life
- 7 common duties and obligations of a citizen
- 8 value of cooperation
- 9 use of leisure time

e hygiene

- 1 personal cleanliness (teeth, hair, hands etc.)
- 2 exercise
- 3 eating at lunch period
- 4 ventilation, light, personal habits
- 5 suitable clothing
- 6 value of health

f geography

- 1 location of community, county and state
- 2 rail, water and highway routes serving city
- 3 location of towns on railway
- 4 connecting lines and their location
- 5 articles manufactured and shipped over lines
- 6 sources of raw material shipped
- 7 location of streets in home city

g technical

- 1 railroad organization
- 2 history and traditions of road
- 3 names of officials
- 4 operating rules and working agreements as applied to position of caller
- 5 rules and regulations of office
- 6 necessity of courtesy as basis of success
- 7 how to organize work most efficiently
- 8 care of desk
- 9 how to use various types of telephones
- 10 importance of observation
- 11 handling of mail (railroad and United States)
- 12 how to make the necessary forms
- 13 reason for and use of statistical material
- 14 importance of accuracy in all matters connected with the transportation department
- 15 free transportation for employees (Federal and State laws governing same)
- 16 value of "safety first" propaganda
- 17 how to use books of instruction
- 18 kinds of trains and classes of freight
- 19 adjusted and actual train tonnage. Reasons for tonnage ratings and how determined

- 20 car seal protection; types
- 21 wreck trains
- 22 State and Federal laws governing movement of livestock
- 23 co-operation between railroads in handling the business of the nation
- h* reading material
 - 1 books of rules, operating department
 - 2 railroad economics
 - 3 biographies of pioneer railroad builders
 - 4 Railway Age

Outline of

Thirty six Unit Lessons. Call Boy or Caller

(A course of study for boys employed or desiring to be employed in this special job)

- 1 Courtesy, honesty, neatness, accuracy, punctuality, cheerfulness, industriousness, attentiveness, persistance, safety first
- 2 Ability to execute orders
- 3 Telephone
 - a* use a phone
 - b* finding numbers
 - c* tone of voice
 - d* repetition of messages
- 4 Office rules and arrangement
 - a* rules and regulations as to time of arrival, departure and lunch
 - b* arrangement of supplies etc. in office
- 5 Record work
 - a* forms, spaced columns, proper entries
- 6 Preparation of train register
 - a* list of regular trains
 - b* check of men laying off
 - c* check of rest period
 - d* entries when men lay off
 - e* entries when crew arrives
- 7 How to figure time and prepare requisitions
 - a* hours of service law
 - b* time crew registers for duty
 - c* requisitions
- 8 How to call men
 - a* designation of position, train and time of departure
 - b* necessary entries in caller's book and securing proper signatures
- 9 How to call men
 - a* calling by phone
 - b* arrangement of home calls to best advantage
- 10 Notification to men
 - a* change in departing time or annulment of trains
 - b* when displaced
 - c* successful bidding for positions
 - d* when set back to fireman or trainmen
 - e* reduction in force
 - f* line men

- g live stock caretaker
 - h extra clerk
- 11 Notification to men continued
- 12 Calling wreck or emergency trains
 - a train crew
 - b wrecking crew
 - c maintenance of way men
 - d notify department if necessary
 - e necessity of quick and accurate attention
- 13 Use of time tables
 - a employees
 - b passenger department
- 14 Filing — records
 - a importance of filing
 - b need for system
 - c importance and value of records
- 15 Physical characteristics of city
 - a location of streets
 - b approximate location of house numbers
 - c places frequented by men, such as clubs, etc.
- 16 Physical characteristics of terminal functions
 - a receiving yard, hump office, hump
 - b classification of yard, cripple and shop yard, transfer and freight house, round house and private telephone lines and stations
- 17 Officials of railroads and their jurisdiction
 - a general yardmaster, agent, trainmaster, superintendent
 - b general superintendent, master mechanic, superintendent of motive power, superintendent of transportation, general manager
- 18 Relations of transportation department with other departments
 - a motive department, maintenance of way department
 - b traffic department, fuel department
 - c accounting department, car service department
- 19 Relations of transportation with other departments
- 20 Physical characteristics of railroad system
 - a terminals, home divisions, connecting divisions, system
 - b principal cities on road, their size and importance
 - c connections and interchange points
- 21 Nature of traffic moved by railroad
 - a materials manufactured on line and forwarded
 - b raw and other materials received
 - c balance of traffic
 - d passenger business
- 22 Definitions of railroad phraseology
- 23 Railroad forms
 - a waybills, loaded, empty, card, memo, revenue
 - b train lists, train consists, home routes
 - c booking sheet, location sheets, interchange report
- 24 Operating rules and working agreements and their points pertaining to his job
- 25 Compilation of statistical information
 - a engines ready for service
 - b cars delivered to connections

- c* engines and cars assigned to trains
- 26 How to organize work for most efficiency and with least confusion
- 27 Legislation applied to railroads
 - a* hours of service law
 - b* full crew and eight hour law
 - c* live stock laws, State and Federal
 - d* explosives, seals, free transportation
- 28 How trains are made up
 - a* size of engine, tonnage, reason for tonnage rating
 - b* effect of temperature on tonnage
 - c* relation of speed to tonnage
- 29 Beginning and development of railroading
- 30 Beginning and development of railroading, continued
- 31 Freight
 - slow, fast, perishable, livestock, merchandise, company
- 32 Car service
 - a* necessity of prompt movement to avoid congestion and delay
 - b* causes of delay and how to avoid
 - c* demurrage, per diem
- 33 Observation — safety first
- 34 Cooperation with associates as an agency for success and promotion
- 35 Duties and responsibilities of other positions in local organization
- 36 Review.

UNIT INSTRUCTION SHEET

Unit 6

Call Boy or Caller. (General Yard Master's Office)

Job: Preparation of Train Register.

Objective: Making entries on Train Register.

Instructions

- 1 Remove register for the closing day and file in binder.
- 2 Place blank form for new day in holder.
- 3 Fill in headings.
- 4 Transfer to new sheet entries of turnaround crews registered off duty for rest.
- 5 Enter list of extra conductors.
- 6 Prepare list of regular trains for current twenty four hours, noting vacancies by reason of regular men laying off.
- 7 Enter home terminal crews on special work.
- 8 Compile list of extra trainmen.
- 9 Enter list of extra men holding regular positions.
- 10 Show names of men off duty and reasons therefor.

Trade Terms

Place in notebook the meaning of the following terms:

| | |
|-----------------|----------------|
| Regular Crew . | Home Terminal |
| Extra Crew | Timetable |
| Turnaround Crew | Assignment |
| Extra men | Displacement |
| Regular men | Train Register |

Problems

- 1 Extra train 5085 arrived from Amsterdam at 1:45 A. M. Engine 600, caboose 560, Conductor Brown, Trainmen Smith, Ames and Green. Off duty 2:00 A. M. Rest up 10 A. M. Called for 10 A. M. Make necessary entries on train register.
- 2 Extra 6053 arrived from Boston and will turn with three hours off duty. Make necessary record.
- 3 Maintenance of way department order work train for construction on duty at 10 A. M. Crew to run to Troy, Engine 650, Cab 700, Conductor Hoffman, Trainmen White, Dolan and Frank. Make necessary record and assign extra men.
- 4 Extra 7018 returning from Amsterdam registered off duty at 8 A. M. Crew consisted of Conductor Smith, Trainmen Burdick, Thomas and Daley. Place men in proper position on conductor's and trainmen's extra lists.
- 5 Trainman Albright holding regular position on Train 2016 lays off duty on account of illness until further notice. Cab 456, Jones Conductor, Trainmen Black, Williams and Wilson. Make necessary entry in off list. Also assign man "first out" to take his position, making necessary notations.
- 6 On account of insufficient number of cars in classification yard, following changes are made in regular crew: train 1008 is annulled, engine 564, cab 460, Conductor Mahar, Trainmen Keefe, Pritchard and Cahill. Train 2607 is set back three hours.
Make necessary record in list of regular trains.

7. SUGGESTIVE COURSES OF STUDY

For the purpose of assisting teachers who are attempting to formulate courses of study there is here presented a number of courses which have been worked out by part-time teachers. The following courses in general elementary business practice and related subjects is now in use in the Albany, N. Y., Part-Time school. They were prepared by Miss Grace A. Wooster and W. Harrison Smith.

COMMERCIAL DEPARTMENT PART-TIME SCHOOL
ALEXANDRIA, NEW YORK

| FIRST YEAR COURSE | | | | | | | | | |
|--|--|---|---|---|---|--|--|--|--|
| 50 Minutes Vocational Business Practice | 50 Minutes Typewriting | 40 Minutes English | 25 Minutes. Penmanship | 25 Minutes Mathematics | 20 Minutes Hygiene | 30 Minutes Required Subjects | | | |
| Unit No. 1 Discussion of the essential qualifications for a clerical assignment. Pupils to give their own ideas on the subject. | Brief history of the typewriter; importance in the business world. | Spelling. Defining. Sentences. Letters to teacher telling why pupil left school. | Materials. Posture. Position of paper. Specimen. | Addition, vertical, horizontal. | Discussion in relation to pupil himself. | Discussion on location of Albany. The importance of a knowledge of history. | | | |
| Unit No. 2 Discuss with the class the essential qualifications necessary for a boy or girl to succeed in a commercial position. | Study the parts and care of the machine | Letter from each pupil telling about the work in the present position. | Talk on good writing as a business asset. | Drill in addition and subtraction. | How to start the day's work. | The primary elections. The reason for. Who may take part. | | | |
| Unit No. 3 Position studied—general clerk. Unit lesson on how to handle mail. | Keyboard drills, the guide row. Review parts of the machine. | Oral work. Sentence formation. | Posture. Movement drills. | Rapid work in vertical and horizontal addition. | The use of the senses. How to develop them. | Industries of Albany. The family. What parents do for children. | | | |

| Vocational Business Practice | Typewriting | English | Penmanship | Mathematics | Hygiene | Required Subjects | Sub-control. |
|---|--|---|---|---|---|-------------------------------------|--------------------------------------|
| Unit No. 7 How to meet callers. | Drill on guide keys introducing words on the top row. Words of four letters. | Oral drill on words commonly mispronounced. | Drill on letters requiring special attention to form. | Drill on same work as in unit No. 6 | The effect of the mind on the health. | Government of self or self control. | |
| Unit No. 8 How to find and give information. | Keyboard drill, simple phrases on guide and top row. | Exercise for enlarging vocabulary. Words placed on board, discussed and used in sentences | Drill on rapid, legible writing from board copy. | Simple examples in division. | The proper care of the eyes. Deep breathing exercises | Local laws. | |
| Unit No. 9 Parcel post, postal money orders, registered and special delivery letters, C. O. D. | Keyboard drill, introducing letters on the lower row. | The harmful effect of the use of slang. A general discussion on good English as a business asset. | Marking packages and writing labels. | Rapid drill in the four fundamental operations. Problems in charges on parcels post packages. | Contagious infectious diseases. | Thrift, or dis- | Why every citizen should be thrifty. |

| Vocational Business Practice | Typewriting | English | Penmanship | Mathematics | Hygiene | Required subjects | sub-jects |
|---|--|---|---|--|--|--|-----------|
| Unit No. 4 Use of telephone directory, city directory and other reference books. | Drill on guide keys. Simple words of two letters. | Oral English, directing people to different places. General conversation from own experience. | Write from dictation names and addresses of Albany firms. | Rapid drill, horizontal and vertical addition. | How Albany looks after the health of its citizens. | General plan of the streets of Albany and location of buildings. | |
| Unit No. 5 Business organization. Importance of knowing the organization. | Drill on guide keys. Introduce words of three letters. | Oral English on current events. | Write summary of English work, teaching position and letter form. | Same as Unit No. 4 | Cigarettes, how they affect young people | The relation between good citizenship and productive employment. | |
| Unit No. 6 The factors which contribute to good telephone service. | Drill on guide keys. Introduce words of four letters. | Pronunciation and clear articulation | Write concise memorandum of telephone conversation. | Rapid drill, subtraction and multiplication. | Voice. How to care for the throat. | Public utilities. | |

| Vocational Business Practice | Typewriting | English | Penmanship | Mathematics | Hygiene | Required subjects |
|---|---|---|---|--|--|---|
| Unit No. 10 How to open and use a bank account | Keyboard drill introducing letters on lower row | Oral English to aid student to express himself clearly and concisely. | Drill on writing checks, endorsing checks and making out deposit slips. | Simple problems involving the four processes already taken up. | The covering of the body, correct dressing for business. | Savings banks. |
| Unit No. 11 Making change. Duties of a cashier. | Keyboard drill, simple words introduced. | Oral work. Clear and complete answers to questions. Harm resulting from talking too much. | Drill on figures. Write cashier's check. | Simple problems same as in Unit No. 10. | Care of the hair and nails. | How the city protects its citizens against criminals. |
| Unit No. 12 Office supplies, how to arrange and care for them. | Keyboard drills introducing simple phrases. | Word building, increasing vocabulary. | Drill on how to check answers. | Drill on writing requisitions for office supplies. | Skin diseases. Wounds of the skin. | How each citizen can help to make a better city. |

| Vocational Business Practice | Typewriting | English | Penmanship | Mathematics | Hygiene | Required Subjects | Sub-jects |
|---|--|--|------------------------------------|--|--|---|-----------|
| Unit No. 13 System and its importance in business. | General review of the keyboard. | Giving and receiving directions and making simple reports. | Rapid drill on small neat figures. | Simple fractions. Addition of fractions. | The value of good and systematic habits of health. | How the affairs of the city are managed. | |
| Unit No. 14 The switch board, how to operate. | Alphabetic drill insisting on rhythm and staccato touch. | Voice training and the importance of correct wording. | Alphabetic drill on small letters. | Subtraction of simple fractions. | The air passages of the nose, throat and lungs. | Show the value of civic organizations to the community. | |
| Unit No. 15 Duplicating machines, the mimeograph and others. | Alphabetic sentences for rhythm. | The use of the comma. | Drill on capital letters. | Multiplication of simple fractions. | Necessity of pure air. | The need of the street department and the need of help on the part of the citizens. | |

| Vocational Business Practice | Typewriting | English | Penmanship | Mathematics | Hygiene | Required Subjects | Sub-jets |
|--|---------------------------------------|-------------------------------------|---|--|--|--------------------------------------|----------|
| Unit No. 16 Checking The importance of knowing how | Alphabetic sentences for rhythm | The use of the colon and semi-colon | Drill on writing salutations | Division of simple fractions | The use of foods as related to the composition of the body | The financial management of the city | |
| Unit No. 17 Billing Making out bills | Drill on words | How to form and show the possessive | Drill on writing bills and receipts | Problems in billing using simple fractions | Proper conditions for the lunch period | Taxes | |
| Unit No. 18 The use of the window envelope | Drill on words, phrases and sentences | The period, dash and capitals | Drill on copying paragraph from the board | Simple problems in fractions | Information about working conditions | City Government | |

| Vocational Business Practice | Typewriting | English | Penmanship | Mathematics | Hygiene | Required Subjects | Sub-jects |
|--|---|---|---|---|---|-----------------------------|--|
| N. 19. How to execute orders. Accuracy, promptness routine and special. | Dill on words, phrases and sen-tences | Quotation marks, how used | Drill on copying paragraph from board | Problems in can-cellation. Show how it is a short way to solve many problems | Show the relation of municipal ag-en-cies | State Govern-ment | Comparison of State and Na-tional Govern-ment |
| No. 20. Inventory, importance of and how taken. | Teach five steps for use of shift key | Punctuation General oral re-view of punctua-tion | Rapid drill on figures | Decimal frac-tions, how to read and write them | To point out and warn against un-hygienic habits | Careless and un-safe habits | Playgrounds and parks |
| No. 21. Telegrams and letters. | Drill on use of shift key | Review nouns, common and proper. How to form plurals of nouns ending in o-y-f-on | Drill on writing pay roll | Simple problems in computing pay rolls. | | | |

| Vocational Business Practice | Typewriting | English | Penmanship | Mathematics | Hygiene | Required Subjects | Sub-topics |
|---|--|--|--|--|--|--|------------|
| No. 22. Use of cash register How to roll coins | Write capital letters for all keys, then write whole alphabet in groups of three, e. g., A a A | Plurals of letters, figures and symbols | Drill on commercial abbreviations | United States money | Study common diseases in connection with work of local board of health | Titles, names and duties of the national executive officers | |
| No. 23. Pay roll | Take up most frequent occurring words, drill on writing them | Oral English, how to phone the bank the amount and denominations needed for the pay roll | Drill on writing pay roll | Simple problems in computing pay rolls | First aid to the injured | Study the different agencies which enable citizens to better their condition in life | |
| No. 24. Time clock, its use and how to care for it | Drill on writing the months of the year | Pronouns, their use in general | Problems in figuring wages by cancellation | Treatment of cuts and wounds | Laws intended to make better working conditions for the worker | | |

| Vocational Business Practice | Typewriting | English | Pennmanship | Mathematics | Hygiene | Required Subjects | Sub-topics |
|--|---|--|--|--|--|---|------------|
| No. 25 The use of carbon paper | Drill on writing the days of the week and abbreviations | The use of nouns in different cases | Drill on writing from dictation for legibility and speed | How to use aliquot parts | Treatment burns | Playgrounds and parks | |
| No. 26 Railroad service Time-tables Baggage service Pullman service Securing reservations | Present period and colon Drill on salutations for use of colon | Write a letter for Pullman reservation | Write from dictation selected list of important railroads in the United States | Drill on aliquot parts | How to bandage different kinds of wounds | How the government regulates transportation rates and why | |
| No. 27 Checks, how to write; their use Filling in stubs and keeping check book | Drill on complimentary closings for use of comma | Troublesome verbs, such as lie, lay; rise, rose; sit, set. | Drill on writing checks | Aliquot parts, continued use in problems | The importance of correct posture at all times | Talk on the law governing the use of commercial papers | |

| Vocational Business Practice | Typewriting | English | Penmanship | Mathematics | Hygiene | Required Subjects | Sub-jects |
|--|---|---|---|-------------------------------|---|--|-----------|
| No. 28 Drafts, their purpose and how used | Drill on writing names of firms | Distinguish between adjectives and adverbs | Drill on word list, timed by teacher for speed and legibility | Simple problems in percentage | Deep breathing of pure air | Why prices increased during the World War | |
| No. 29 Notes and trade acceptances | Review parts, and teach care of machine | Drill on words which resemble each other, as their, there; council, counsel; affect, effect | Drill on writing notes | How to figure interest | How to treat a fainting person | War tax, the reason for | |
| No. 30 Personal cash account | Practice on general matter for accuracy | Words often misused, as bring, take; carry, fetch; like, as; may, can | Drill on writing fractions | Simple problems in interest | How to get the most out of recreation hours | The mint and treasury of the United States | |

| Vocational Business Practice | Typewriting | English | Penmanship | Mathematics | Hygiene | Required Subjects | Sub-jects |
|--|---|---|------------------------------------|-----------------------------------|--|---|-----------|
| No. 31 How to close a cash account | Drill on figures | The use of shall and will, would and should | Write sentence work from dictation | Drill on trade discount | Quarantine, importance, by whom it is done | The relation which should exist between capital and labor | |
| No. 32 Meaning of debit and credit | Take up shifting for upper case characters | Friendly letters, subject chosen by the pupil | Drill on writing figures | Merchandise discount | The danger of common drinking cups and roller towels | History of our national flag | |
| No. 33 Record keeping, way in which records are kept, tickler | Drill on combination of letters and figures for correct fingering | Parts of a business letter | Drill in writing finger headings | Simple problems on life insurance | Talk on health and life insurance | The administration of justice | |

| Vocational Business Practice | Typewriting | English | Penmanship | Mathematics | Hygiene | Required Subjects | Sub-jects |
|--|---|---|------------------------------------|-----------------------------------|--|---|-----------|
| No. 31 How to close a cash account | Drill on figures | The use of shall and will, would and should | Write sentence work from dictation | Drill on trade discount | Quarantine, importance, by whom it is done | The relation which should exist between capital and labor | |
| No. 32 Meaning of debit and credit | Take up shifting for upper case characters | Friendly letters, subject to be chosen by the pupil | Drill on writing figures | Merchandise discount | The danger of common drinking cups and roller towels | History of our national flag | |
| No. 33 Record keeping, way in which records are kept, tickler | Drill on combinations of letters and figures for correct fingerling | Parts of a business letter | Drill in writing finger headings | Simple problems on life insurance | Talk on health and life insurance | The administration of justice | |

| Vocational Business Practice | Typewriting | English | Penmanship | Mathematics | Hygiene | Required Subjects | Sub-jects |
|---------------------------------------|---|---|---|--|--|---|-----------|
| No. 34 Alphabet and card lettering | Teach correct spacing before and after punctuations | Letter of application, general discussion of what it should contain | Drill on lettering | How to make a personal budget | Common dangers the public may come in contact with | The necessity of government | |
| No. 35 Alphabetical filing | Review keyboard to develop familiarity with keys and to develop finger facility | Write a letter of application | Drill on writing the alphabet | How to figure interest on bank account | Sanitary disposal of waste | Duties which a resident owes the neighborhood in which he lives | |
| No. 36 Vertical filing | General matter for accuracy | Write a letter ordering goods | Drill on writing firm names and addresses | Simple problems in percentage | Review the various health means by which the individual is protected | The purpose and function of political parties | |

RETAIL TRAINING

The following course in retail training is now in use in the Schenectady, N. Y., Part-time School.

A Course of Study in Retail Selling

Lesson 1 Retail Selling

- a* development of the modern store and salesmanship
- b* discussion of position held by each pupil and the exact duties of the position
- c* chances for advancement

Auxiliary information

- names of articles sold at various counters at which girls are employed

Lesson 2 Responsibility of position of sales person

- a* take place of firm in meeting customers
- b* maintain reputation of store
- c* set standards of service for new sales persons
- d* build reputation of store by honest representation of merchandise
- e* maintain the dignity of a sales person

Auxiliary information

- names of streets in the city

Lesson 3 Courtesy

- a* character and manners are expression of courtesy
- b* several kinds of smiles used by the sales person; the one the sales person should always possess
- c* self-control
- d* self-consciousness
- e* how to say "Thank you"
- f* acts of discourtesy to be avoided
- g* why courtesy pays

Auxiliary information

- use of city map to locate streets in order to direct customers

Lesson 4 Initiative and tact

- a* meaning and importance
- b* how to develop
- c* ways in which to use tact
- d* danger of tactless remarks and effect on salesmanship
- e* have pupils give examples of tact from their own experiences

Auxiliary information

- use of city map to find location of business centers

Lesson 5 Speech and voice

- a* importance of pleasing voice and right use of it; practice speaking with moderate tone
- b* how a good selling voice may be trained
- c* importance of a good vocabulary
- d* why is it necessary to be a good listener

Auxiliary information

- use of city map for railway routes

Lesson 6 Self development

- a* development of character and intellect
- b* necessity of observation and memory
 - 1 interest and attention
 - 2 try to remember customers names and faces
- c* the ways of remembering names and faces

Auxiliary information

directing customers by railway to different streets

Lesson 7 Mental factors

- a* cultivate friendly relations with customers; overcome shyness
- b* have confidence
 - believe in store
 - believe in goods ..
 - believe in self
- c* concentration, enthusiasm, loyalty, imagination
- d* how to develop imagination, constructive power, memory

Auxiliary information

- a* location of important manufacturing centers
- b* reasons for the location

Lesson 8 Talks by a retail merchant on topics considered in the first seven lessons**Lesson 9 Service**

- a* how to greet customers
- b* true description of goods
- c* knowledge of goods
- d* study of service features attracting customers.
- e* waiting for change
- f* be sure name and address is correct
- g* packing and wrapping
- h* delivery

Auxiliary information

- study of local manufacturers
- raw materials
- manufactured products

Lesson 10 Knowledge of goods—cotton

- a* plant, part used, where grown
- b* manufacturing of cotton goods
- c* cotton goods mercerized
- d* properties of cotton
 - 1 burns easily
 - 2 absorbs water slowly
 - 3 creases easily
 - 4 soils readily
 - 5 shrinks
 - 6 better conductor of heat than wool or silk
 - 7 less elastic

Lesson 11 Talk by local merchant or manufacturer on the manufacture of cotton goods

Lesson 12 Silk culture

- a* where first used and how spread
- b* countries leading in production of raw silk
- c* silk worm; 30 meals each day
- d* cocoon and chrysalis
- e* requisites of good silk
- f* properties of silk
 - 1 lasts for years
 - 2 strength
 - 3 sheds dust
 - 4 gloss destroyed by careless washing
 - 5 easily scorched

Auxiliary information

location of important wholesale houses and reasons

Lesson 13 Linen

- a* countries producing, conditions, climate
- b* properties
 - 1 water evaporates quickly and makes it cool next to the skin
 - 2 washes well
 - 3 air penetrates better than cotton
 - 4 strong
 - 5 luster very high
 - 6 does not dye well
 - 7 less flexible

Auxiliary information

have the class make a list from memory of the different materials from which merchandise is made

Lesson 14 Moving pictures from General Electric Company

Lesson 15 Tests for textile fabrics

- a* tearing test
- b* burning test
- c* sizing test

Information about laundering

- a* soaps
- b* sunlight
- c* rubbing
- d* changes in temperature
- e* kinds of weaving, as plain, diagonal, cassimere, wide wale, satin

Lesson 16 General knowledge

- a* knowledge of goods by different names
- b* location of stock and contents
 - 1 what lines sell best
 - 2 sizes, colors and styles called for and not in store
 - 3 how long articles have been in stock
 - 4 use of utility articles
 - 5 competing goods
 - 6 colors

Auxiliary information

how store compare with competing stores

Lesson 17 Study of the customer

- a* why customers are lost
- b* methods of pleasing customers
- c* how to dismiss customers
- d* effect of contradiction
- e* store attitude toward customers
- f* how to handle the looker on
- g* how to direct customers
- h* tactfullness with careless customers

Auxiliary information

transportation affecting price reasons

Lesson 18 Telephone

- a* importance of telephone sales
- b* how to handle a call
- c* securing name and address of caller
- d* example of good telephone service
- e* the delivery service
- f* speak into the 'phone

Auxiliary information

charge accounts

Lesson 19 Wool

- a* why a knowledge of wool is necessary to successful selling
- b* sources of supply
- c* the sheep and other wool bearing animals as camel, goat, llama, vicuma
- d* discussion of experience in washing goods
- e* rules for washing

Auxiliary information

discussion of winter fabrics for winter styles

Lesson 20 Mental stages of a sale

- a* attention
 - 1 advertising
 - 2 display
- b* interest
- c* desire to possess
- d* closing the sale

Auxiliary information

how many trains enter and leave the city

Lesson 21 Selling points

- a* analysis of goods
- b* suiting argument to customer
- c* expressed in words easily understood
- d* appeal to motive of profit
 - 1 pleasure
 - 2 comfort
 - 3 convenience
 - 4 vanity
 - 5 style
- e* display

f careful demonstration
Auxiliary information
 ways of advertising

Lesson 22 Exchange of goods

- a* abuse of exchange privilege
- b* regulation of exchange privilege
 - 1 non-returnable goods
 - 2 returnable goods
 - 3 conditions
 - 4 gifts
 - 5 unjust demands
- c* losses due to exchange
- d* do not urge customers to take goods on approval
- e* effect of courteous exchange
- f* handling of returned goods

Lesson 23 Talk by a buyer

Lesson 24 Mail order business

- a* mail order houses
- b* mail order sections of local stores
- c* duties and responsibilities of mail order shopper

Auxiliary information

the producing markets as London, Rome, Florence,
 Yokohama, Paris

Lesson 25 Ten laws of personality

- a* self-mastery
- b* self-reliance
- c* reliability
- d* good sportsmanship
- e* duty
- f* good workmanship
- g* team work
- h* kindness
- i* loyalty

Auxiliary information

- a* suggestions for graduation gifts
- b* demonstration sale

Lesson 26 Talk by a retail store executive on topics covered in previous lessons

Lesson 27 Discussion or debate on a subject such as, "Do charge accounts do more good than evil?"

Lesson 28 Review of qualifications necessary for successful selling. Discussion of experience of pupils in stores.

COURSES OF STUDY IN BUSINESS OFFICE PRACTICE

The two following courses in general elementary business office practice

1. What is your business address? New York, N.Y.
2. What is your name? "John Brown, Clerk."
3. How old are you? 21
4. Are you married? No
5. Do you have children? No
6. Do you have a good personal appearance? Yes
7. Do you work well? Yes
8. Do you speak English? Yes
9. Do you read? Yes
10. Do you write? Yes
11. Do you have a sense of humor? Yes
12. Do you take exercise? Yes
13. What do you contribute to your employer and your employer's success?
14. What is your education? High school graduate.
15. What is your experience? One year in office work.
16. What is your ambition? To become a better business man.
17. Do you know how to type? Yes
18. Do you know how to file? Yes
19. Do you know how to keep accounts? Yes
20. Do you know how to keep books? Yes
21. Do you know how to make out bills? Yes
22. Do you know how to keep records? Yes
23. Do you know how to keep bank accounts? Yes
24. Do you know how to keep inventories? Yes
25. Do you know how to keep ledgers? Yes
26. Do you know how to keep accounts? Yes
27. Do you know how to keep books? Yes
28. Do you know how to keep bank accounts? Yes
29. Do you know how to keep inventories? Yes
30. Do you know how to keep ledgers? Yes
31. Do you know how to keep accounts? Yes
32. Do you know how to keep books? Yes
33. Do you know how to keep bank accounts? Yes
34. Do you know how to keep inventories? Yes
35. Do you know how to keep ledgers? Yes
36. Do you know how to keep accounts? Yes
37. Do you know how to keep books? Yes
38. Do you know how to keep bank accounts? Yes
39. Do you know how to keep inventories? Yes
40. Do you know how to keep ledgers? Yes
41. Do you know how to keep accounts? Yes
42. Do you know how to keep books? Yes
43. Do you know how to keep bank accounts? Yes
44. Do you know how to keep inventories? Yes
45. Do you know how to keep ledgers? Yes
46. Do you know how to keep accounts? Yes
47. Do you know how to keep books? Yes
48. Do you know how to keep bank accounts? Yes
49. Do you know how to keep inventories? Yes
50. Do you know how to keep ledgers? Yes
51. Do you know how to keep accounts? Yes
52. Do you know how to keep books? Yes
53. Do you know how to keep bank accounts? Yes
54. Do you know how to keep inventories? Yes
55. Do you know how to keep ledgers? Yes
56. Do you know how to keep accounts? Yes
57. Do you know how to keep books? Yes
58. Do you know how to keep bank accounts? Yes
59. Do you know how to keep inventories? Yes
60. Do you know how to keep ledgers? Yes
61. Do you know how to keep accounts? Yes
62. Do you know how to keep books? Yes
63. Do you know how to keep bank accounts? Yes
64. Do you know how to keep inventories? Yes
65. Do you know how to keep ledgers? Yes
66. Do you know how to keep accounts? Yes
67. Do you know how to keep books? Yes
68. Do you know how to keep bank accounts? Yes
69. Do you know how to keep inventories? Yes
70. Do you know how to keep ledgers? Yes
71. Do you know how to keep accounts? Yes
72. Do you know how to keep books? Yes
73. Do you know how to keep bank accounts? Yes
74. Do you know how to keep inventories? Yes
75. Do you know how to keep ledgers? Yes
76. Do you know how to keep accounts? Yes
77. Do you know how to keep books? Yes
78. Do you know how to keep bank accounts? Yes
79. Do you know how to keep inventories? Yes
80. Do you know how to keep ledgers? Yes
81. Do you know how to keep accounts? Yes
82. Do you know how to keep books? Yes
83. Do you know how to keep bank accounts? Yes
84. Do you know how to keep inventories? Yes
85. Do you know how to keep ledgers? Yes
86. Do you know how to keep accounts? Yes
87. Do you know how to keep books? Yes
88. Do you know how to keep bank accounts? Yes
89. Do you know how to keep inventories? Yes
90. Do you know how to keep ledgers? Yes
91. Do you know how to keep accounts? Yes
92. Do you know how to keep books? Yes
93. Do you know how to keep bank accounts? Yes
94. Do you know how to keep inventories? Yes
95. Do you know how to keep ledgers? Yes
96. Do you know how to keep accounts? Yes
97. Do you know how to keep books? Yes
98. Do you know how to keep bank accounts? Yes
99. Do you know how to keep inventories? Yes
100. Do you know how to keep ledgers? Yes

are used in part time schools, Syracuse, N. Y.

Course of Study in First Year Business Office Practice.

Lesson 1 "Look well, act well, be well."

a look well

- 1 cleanliness
- 2 care of hair, face, nails
- 3 choice of clothes
- 4 value of good personal appearance

b act well

- 1 how to speak
- 2 how to stand
- 3 how to sit

4 importance of businesslike, pleasing manner

c be well

- 1 proper food, rest, exercise
- 2 what it means to your employer and yourself

Lesson 2 Making folders

a folding paper

b cutting tab

c lettering name

Exercise in making folder for filing work

Lesson 3 Indexing

a purpose

b directory arrangement

Exercise: from given list of 20 local firms, make out cards in directory form and arrange cards alphabetically (directory arrangement)

Lesson 4 Directory

a purpose

b use of index

c information to be found

Exercise: practice in use of various divisions of directory

Lesson 5 General city plan

a divisions dividing city into North, South, East and West sections

b how streets are numbered

c Main business street? Nature of business? Why?

Lesson 6 Factors contributing to good telephone service

a promptness

c courtesy

b tone of voice

d English

Exercise: give examples of courteous answers to such calls as: May I speak with Mr. Brown? Is this the white goods department? (wrongly connected with white department).

Lesson 7 How to use telephone

a names of parts of telephone

- b* position at telephone
- c* how to find number
- d* how to call number
- e* what to do when "cut off"

Exercise: practice in finding and calling numbers, also, delivering message. (if telephone is not available, toy telephones may be used)

Lesson 8 Location of prominent public buildings

- a* government buildings
- b* educational "
- c* office "
- d* newspaper "

Exercise: practice in directing to particular building from school

Lesson 9 How to take care of callers

- a* how to greet caller
- b* information to be obtained from caller
- c* importance of remembering names and faces
- d* courtesy to be shown caller
- e* form for information desk record

Exercise: have one pupil take part of information desk clerk others act as callers

Lesson 10-11 Filing

- a* what to file
 - 1 correspondence
 - 2 receipts
 - 3 miscellaneous records
- b* where to file

| | |
|-----------|------------|
| 1 spindle | 3 Shannon |
| 2 box | 4 vertical |
- c* how to file
 - 1 alphabetically (only method taught)
 - 2 numerically
 - 3 geographically

Exercise: practice in filing and finding correspondence and records

Lesson 12 Prominent business streets within one-half mile circle

- a* location
- b* nature of business transacted

Exercise: locating important business establishments on above streets

Lesson 13 business qualifications

- a* what they are: honesty, courtesy, clean personal habits, industry, promptness, thoughtfulness, enthusiasm, initiative, loyalty, ambition, dependability
- b* discussion of each characteristic
- c* call attention to lack of above qualifications in previous work of pupil—watch future lessons for improvement

Lesson 14 How to fold a letter properly, address and stamp envelope for mailing

- a* how to fold letter (various size envelopes)
- b* how to insert letter
- c* how to address envelope
 - 1 three-line address; four-line address
 - 2 indented and block form
- d* return address
- e* where to write—Personal—Please Forward—Box 71

Exercise: fold letters for various size envelopes, put into envelopes, address and affix stamps

Lesson 15 Mail

- a* classification
- b* rates on first, second and third classes

Exercise: weighing and determining cost of mailing letters, newspapers, booklets

Lesson 16 Registered mail

- a* what to register
- b* how to register

Special delivery

- a* what to send special
- b* how to send special

Exercise: addressing letters and packages to be sent registered and special

Lesson 17 Locating street railway routes

Lesson 18 Parcel post

- a* domestic
 - rates, zones, insuring, C. O. D.
- b* foreign
 - rates, registering, weight

Lesson 19 Wrapping bundles for mailing

- a* security
- b* appearance

Directing

- a* necessary information
- b* legible writing

Lesson 20 Outgoing mail

- a* enclosures ("under separate cover")
- b* folding letter (small, large or window envelope)
- c* sealing and weighing
- d* stamping (machine or hand)

Lesson 21 Incoming mail

- | | |
|--|------------------|
| <i>a</i> care in opening | <i>c</i> sorting |
| <i>b</i> checking enclosures | <i>d</i> dating |
| <i>e</i> knowledge to be gained by clerk | |

Lesson 22 Location of important manufacturing centers

- a* reasons for location
- b* shortest route from school

Lesson 23 Postal money order

- a* what postal money order is
- b* how procured
- c* why used
- d* how cashed

Exercise: making application for postal money order

Lesson 24 Checks

- a* what check is
- b* important points in making checks
- c* filling in stub
- d* indorsing
 - 1* blank, special
 - 2* in case of incorrect spelling of name on face
- e* certified checks
- f* advantage of using checks for all payments

Exercise: filling in stub and making out check

Lesson 25 How to make out a deposit slip

- a* purpose
- b* filling in deposit slip
- c* depositing

Exercise: making out deposit slip

Lesson 26 Banks

- a* savings
- b* commercial
- c* names and location of local banks

Lesson 27 Location of wholesale houses and commission houses
reason

Lesson 28 Forms of remittance

- a* coin, stamps, postal money order, express money order
check (certified), bank draft
- b* how to send each
- c* when to use different forms

Lesson 29 Receipt

- a* what receipt is
- b* form of receipt (essentials)
- c* signing for others
- d* when receipt is not necessary

Exercise: making out receipt

Lesson 30-31 Invoices

- a* meaning of invoice—bill
- b* various forms of invoices
- c* terms used on invoices
- d* extensions—totals

e checking
 Exercise: making out invoices

Lesson 32 Statements

- a* how statement differs from invoice
- b* when issued
- c* purpose
- d* how to check statement

Exercise: making out statement

Lesson 33 Commercial terms

(acceptance, acknowledgment, affidavit, bankrupt, bill of lading, bonus, broker, capital, clearing house, common carrier, copyright, credit memorandum)

Lesson 34 Record work

- a* how to rule
- b* center figures in proper column

Lesson 35 Time clock record

- a* operation of time clock
- b* responsibility of clerk in keeping record
- c* explanation of time sheet form
- d* transferring time from time card to sheet
- e* totaling time
- f* checking to insure accuracy

Exercise: making out time sheet from time cards

Lesson 36 Factors favorable to growth of city

- a* site
- b* transportation facilities
 - 1 railroads
 - 2 interurban lines
 - 3 waterways
 - 4 state roads
- c* material
- d* labor
- e* business sense
- f* good water
- g* educational advantages

Course of Study in Second Year Business Office Practice

Lesson 1 Making folders

- a* folding paper
- b* cutting tab
- c* lettering name

Exercise: making folder for filing work

Lesson 2 Reading and checking figures

- a* business way of reading figures
- b* business way of checking figures

Exercise: dictate figures and have them read back and checked

Lesson 3 Making out time sheet

- a* operation of time clock
- b* transferring data from time card to time sheet
- c* totaling hours
- d* checking

Exercise: making time sheet from time cards

Lesson 4 How to use wage table

- a* purpose of wage table
- b* form of table
- c* how to prevent copying wrong figures

Exercise: by use of wage table figure wages on previous week's time sheet. Verify results by performing calculations in the common way.

Lesson 5 Making change memorandum

- a* purpose of memorandum
- b* form for memorandum
- c* how to summarize amounts on change slip

Exercise: making out change memo. and change slip for previous week's pay roll.

Lesson 6 Filing

- a* what to file
 - 1 correspondence
 - 2 miscellaneous records
 - 3 records required by industrial business
 - 4 receipts
- b* where to file
 - 1 spindle
 - 2 box file
 - 3 Shannon
 - 4 vertical

Lesson 7 Filing

- a* how to file
 - methods—alphabetically, numerical, geographical, subject, follow-up
- b* how to alphabetize

Exercise: arranging card index (name) in strictly alphabetical order

Lesson 8 Penmanship

- simple lettering and numbering

Lesson 9 Filing

- a* equipment for vertical filing

| | |
|-----------|---------------------------------------|
| 1 cabinet | 3 guides (tabs of various sized cuts) |
| 2 folders | 4 compressor |
- b* indexing—alphabetically
 - 1 division of alphabet. (25-40-80-120, etc.)
 - 2 how to file
 - 3 transferring

Lesson 10 Filing

numerical method

- 1 arrangement of guides
- 2 alphabetic card index
- 3 disadvantages

Lesson 11 Filing

geographic and subject methods
arrangement of guides

Lesson 12 Filing

a card record systems

- 1 indexing—name, location, subject
- 2 standard sizes of cards
- 3 use of card record system in insurance business, real estate, purchasing department
- 4 Metal indicators and their use

Lesson 13 Personal account record

a value of keeping account

b form for account

c how to make entries

d balancing account (weekly)

Exercise: making personal account record

Lesson 14-16 Principles of debit and credit

a analysis of numerous simple cash transactions into debit and credit

b journalizing—to establish debit and credit

Lesson 17-21 Principles of debit and credit applied to buying and selling on account**Lesson 22-26 Use of ledger**

a reason for grouping items under accounts

b posting from journal

c checking and pencil footing

Lesson 27-29 Taking a trade balance

a what it does and does not show

b correcting mistakes

Lesson 30-32 Bills and statements

billing from orders and from ledger

Lesson 33 Commercial terms

(collateral, coupon, demurrage, depreciation, dividend, drawage, exchange)

Lesson 34 Bank statements

a form and reconciliation with check book

b filing cancelled checks

Lesson 35 Bank draft

- a* what bank draft is
- b* how obtained
- c* when to use

Lesson 36 Mimeograph
how to operate

8. EQUIPMENT AND METHODS FOR TEACHING COMMERCIAL SUBJECTS

SUBJECTS

Typewriting

The typewriting department should be well equipped with standard keyboard typewriters, desks and chairs. To this should be added other equipment commonly found in up-to-date typewriting departments of a modern high school, such as duplicating devices, files, dictionary, and an assortment of brief typewriting textbooks. In small communities where it is not feasible to equip special rooms for the part-time typewriting classes arrangements should be made to use the typewriting room of the day high school either after high school hours or on Saturday morning.

Typewriting is very popular among part-time pupils, hence the more urgent need for care in directing the choice of those who elect this subject. Care must also be exercised to see that an undue amount of time is not devoted to typewriting to the exclusion of other vocational and related subjects. In states where the minimum attendance required of part-time students is four hours per week approximately 25 per cent. of the time may be given to typewriting, 25 per cent. to business practice and 50 per cent. to related work. For the 17 and 18 year old group of potential stenographers or typists it may be desirable to increase the time allotment in typewriting to 50 per cent.

There are two schools of thought concerning the method of teaching type-writing in the part-time schools. One group of teachers holds that after the first few lessons the sight system should be used (insist upon the use of all fingers) since it is the most direct. They base their argument on the fact that with the limited time, one or two hour periods per week, it will be from two to four years before students who use the touch method will be able to do comparatively simple copy work. By the sight method they claim more immediate results may be accomplished. The other group favors the touch system since it will enable those who may later care to perfect themselves in typewriting to do so without the serious handicap which they would have provided the sight method were used.

The touch method predominates in New York State and is almost invariably used except in a few part-time schools in the vicinity of New York City.

Business Practice

The equipment of the business practice room should be very much the same as the equipment found in the business practice room of a modern high school. Among other things this should include: large, flat top students' desks with provision for two colors of ink, movable charts, black boards, dictionary, good assortment of reference books on bookkeeping, salesmanship, office practice, arithmetic, commercial geography, commercial law and penmanship. In addition the following will be very helpful: railroad time tables, city and telephone directories, commercial agencies' reports, business magazines, catalogues and advertising matter of business establishments (especially local firms), bank statements, government pamphlets and reports. The John Hancock Life Insurance Company, Boston, Mass., and the Metropolitan Life Insurance Company of New York, have a series of pamphlets for distribution which are especially helpful and suggestive. If possible it is desirable to have in each business practice business room one listing adding machine, one calculator and suitable files for classifying the miscellaneous material.

The aim of the general course in business practice is not primarily to prepare boys and girls in the part-time school for bookkeeping positions, although in some isolated individual cases conditions may justify such an aim. Generally the aim is to give pupils working acquaintance with some elementary business customs and practices which will be essential and helpful to them in whatever walk of life they may permanently enter. To be specific it is intended to be more cultural than vocational. In admitting pupils to this course care should be exercised to see that the pupils have the necessary foundational training. It is questionable if any should be permitted to elect business practice who have not had the equivalent of a grammar school education. Under no conditions should the size of the class exceed twenty in number. An attempt should be made to classify pupils into as nearly homogeneous groups as possible.

The method of instruction in part-time schools and classes is a most interesting and perplexing problem. It is generally conceded that the problems confronting the commercial teacher in the part-time school are radically different from those of the day high school teacher and therefore many of our old methods are seriously questioned for use in the part-time classes.

Among other suggestions as to methods may be mentioned the unit instruction sheet, sometimes called the job instruction sheet, which is rapidly gaining favor among those who have given any considerable thought to teaching problems.

The individual instruction sheet is distinctly a teaching agency to supplement the efforts of the teacher and in no case should be used to supplant the work of the instructor. It is a unit of organized teaching material that has been prepared for the use of the pupil under conditions that will insure the greatest amount of directed individual progress. It is specifically an agency that provides educational work for the pupils according to their varying abilities and interests for the duration of each class period. It is but a means of attaining "self-education through purposeful activity."

The entire plan for individual instruction and the use of instruction sheets is not advanced as a scheme to overturn present pedagogical practices but rather as a means of organizing and providing instruction that will more nearly provide for the needs of the individual members of every class. Class instruction will always have a place and should be used in every instance where it is certain that all the pupils will receive the maximum of benefit. If class instruction does not meet the above standard group teaching should be utilized, and finally if both class and group methods fail to provide the greatest amount of instruction the pupil is able to assimilate then it is absolutely essential that the individual method be used. An honest application of the principle stated in the preceding sentence will promptly demonstrate that individual instruction is of prime importance and has a place in every class room.

The individual instruction idea and the unit instruction sheet are not presented as new theories. The entire plan in one form or another has been a part of good educational practice for a great many years. The form under discussion is a composite development and represents the best of the instruction methods employed by the correspondence schools, the best practice used in school science laboratories involving the use of manuals and lastly the idea of the factory job sheet. (See "Unit Instruction Sheets and Individual Instruction" by Rodgers and Furney for a complete discussion.)

9. RETAIL SELLING

The fact that retail store service employs more boys and girls than any other single commercial vocation has brought to the attention of school administrators in all schools, and particularly in the part-time school, the need for courses to prepare young people for this type of work. Commercial educators will be quick to realize the great opportunity that is thus afforded them to get behind the nation-wide movement to reach thousands of boys and girls who for one reason or another drift into the retail selling vocation without adequate training.

In a vocation so rich in content the problem of the organization of the course of study in retail store service for part-time schools is one of the greatest importance. Obviously such a course must not be too extensive or beyond the needs and aptitudes of the group. A study should first be made of the kinds of stores in the community. This study will determine in a large measure the scope of the work to be included in the course. In general it may be said that courses in retail selling in the part-time school should include some phases of simple arithmetic, textiles and merchandise, store problems and principles of selling.

The general course given below is suggestive of what may be included in a course for junior sales people.

1 Arithmetic

- a* fundamentals to develop speed and accuracy
- b* United States money
- c* unit of measure; yard, foot, inch, dozen, pound, etc.
- d* fractions; use in store work
- e* decimals; store problems
- f* aliquot parts
- g* bank checks and receipts
- h* percentage
- i* making out simple bills and invoices
- j* budgets

2 Textiles and Non-textile

- a* observation and study of staple goods; cloth
- b* fibers
- c* raw materials; cotton, wool
- d* spinning and weaving
- e* manufacturing process; cotton, wool
- f* finished product; cotton, wool
- g* study of silkworm, manufacturing processes
artificial silk
- h* non-textile; leather, etc.
- i* notions, small wares, making of pins, needles, buttons

3 Store Problems

- a* tying knots
- b* making change readily
- c* qualities which make for efficiency
 - a* willingness to serve
 - b* quickness, accuracy
- d* wrapping of delivered goods in paper
folding or packing suits, dresses, skirts, waists
- f* kinds of customers
- g* discussion of store problems

4 Principles of Selling

- a* sales-slip practice
- b* store organization
- c* store courtesy
- d* approach to customer
- e* care of stock
- f* talking points of merchandise
- g* power of suggestion
- h* demonstration sale

The above course is based on a two year program and may be enlarged or shortened to meet the needs of a particular group. Special mention should be made of the demonstration sale. This demonstration should be prepared with considerable care. If possible, secure an adult sales person who can illustrate some of the various types of customers. Definite instruction should be given to the class concerning points to be observed in such a sale, thus enabling the pupil to concentrate on certain phases of the operation.

As in the case of the course in office practice, the method of teaching retail selling in the part-time school is a perplexing problem. Some instruction given should be supplemented through the use of the job instruction sheet; on the other hand there will be ample opportunity for oral discussions and reports on the various phases of store problems and organization.

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